

**Idaho FY 2005-2006 Enhancing Education Through Technology
Title II-D Competitive Grant Abstracts**

Meridian School District #02 - \$69,903

*Providing 7-12 Science Software to Promote Increased Student Science Understanding,
Application of Science Concepts, and Improved Test Scores*

As our district needs to meet Idaho State Board rigorous science expectations and our own Board of Trustees' mandate to increase science performance, it is imperative that the Meridian School District provide science learning materials that target intervention and acceleration. In 2003-04 and again in 2004-05, our secondary science End of Test Course results are not acceptable. Tests indicate that students will not be as ready as we need them to be to successfully complete more demanding high school science courses and post-secondary science studies. Currently, we do not have comprehensive science technology software. That is why we propose purchasing the Plato 7-12 science software so we can use it to assist students who are performing below expectations, and challenge those who already are exceeding science goals.

Marsh Valley School District #21 - \$69,651

Project PLATO Learning

Project PLATO Learning will be implemented at all four elementary schools in the Marsh Valley Joint School District. Since students in grades 3-6 are not keeping pace with *expected growth* in reading and language on the Idaho Standards Achievement Test, the schools are projected to not meet *Adequate Yearly Progress* soon. The resulting Project PLATO Learning has been recommended to replace the incompatible and outdated computer systems that are inhibiting effective integration of PLATO Learning software provided by the Idaho PLATO Learning Network. As well, teachers and principals will receive effective training on the utilization of this standards-based, curriculum software.

Pocatello School District - #25 - \$69,987

Fast ForWord to Reading

The Fast ForWord to Reading project will be implemented at three elementary schools in the Pocatello/Chubbuck School District #25. The Fast ForWord computer-based software will target students who are below proficient in reading at Jefferson, Lewis & Clark, and Wilcox Elementary schools. These schools serve 1,800 students from low socio-economic and high mobility populations. The project will improve student academic achievement and increase the number of students proficient in reading as measured by the Idaho Standard Achievement Test and the Idaho Reading Indicator. Teachers and principals will receive high-quality, sustained professional development in the utilization of Fast ForWord software.

Blackfoot School District #55 - \$70,000

Jump Start Reading

Blackfoot School District is designated in the “needs improvement” category. The project design and resources are based on an analysis of data, and will be able to address the key components of early literacy using a technology infused approach to ensure that positive results are achieved to accomplish the project goal to: Improve student academic achievement in accordance with state standards through the use of technology in reading in targeted elementary schools. A multi-sensory program will provide primary grade teachers with a structured approach to teaching reading skills in a highly motivational manner aligned with the reading program.

Idaho Falls School District #91 - \$69,905

Reading Assistance

Reading Assistance initiative would place *Fluency Coach* software in all classrooms at Linden Park Elementary. *Fluency Coach* engages students in fluency practice monitored and corrected by the software. Students are able to engage in repeated readings, monitor fluency progress, and demonstrate comprehension through quizzes which accompany each passage. Implementation of *Fluency Coach* would be supported through training, district technology support, and building level specialists.

Teachers would be immersed in high level reading professional development provided by Anita Archer, Jan Hasbrock, and others. Teachers would be supported in the implementation of best practices in reading instruction by building level reading coaches.

Vallivue School District - #139 - \$70,000

Calculating the Future

The primary purpose of this EETT sub-grant is to provide the calculators and training necessary to successfully implement technology integrated mathematics instruction. Upon approval of this grant, Vallivue will be able to provide the calculators and equipment necessary for students to enhance their math education, provide the necessary high quality professional development for teachers of mathematics to enrich student instruction, and provide the necessary skills to improve student achievement in mathematics as measured by the ISAT and DMA standardized tests.

Grace School District #148 - \$70,000

Technology-based Remediation and Enhanced Knowledge (TREK)

TREK incorporates a progressive, technology-based learning model to provide effective ISAT remediation for students, enhance differentiated learning for gifted and talented students, more efficiently utilize teacher FTE, and create a more flexible course schedule in a challenging educational environment.

TREK relies upon a collaborative team of highly-qualified teachers to identify PLATO learning pathways for specific ISAT content area remediation and individualized G/T learning. To more effectively use teacher FTE in a setting where declining ADA threatens to affect student learning, the TREK model uses a facilitator to implement technology-based curricula for the individual student as identified by highly-qualified teachers.

North Gem School District #149 - \$69,793

Hitting the Target: North Gem Technology Impact Project

This Technology Impact Project is a serious effort at maximizing the effectiveness and impact of technology integration in our school district. Research has shown that the most important factor affecting student learning is the teacher. More can be done to improve education by improving the teacher than any other single factor. Through this Title II D Competitive Sub-grant, our teachers will focus on using data analysis software and innovative technologies to increase the effectiveness of instruction for students especially our struggling male population as measured by the Idaho Standards Achievement Test.

Clark County School District #161 - \$70,000

Charting a Course for Success

We have consistently struggled to meet technological instructional demands in our rural district. This grant provides us with the opportunity to make sweeping, impacting improvements to every aspect of our student's technology literacy and raise student academic achievement. It will provide technology learning labs in our elementary and high schools, enabling us to create new technology curricula, including Rosetta Stone (ESL), keyboarding and LearnKey software; improve implementation of existing programs, such as PLATO; and dramatically increase exposure to updated technological hardware. Essential teacher professional development will become available through LearnKey CD courses, setting a course for successful technology integration.

Orofino School District #171 - \$23,840.10

Focus on Phonics and Fluency: Key Components to Reading Proficiency

"Focus on Phonics and Fluency: Key Components to Reading Proficiency" is a staff development program which focuses on providing online professional development, a district reading coach, and technology tools so reading teachers become proficient in research-based techniques for teaching reading and using technology tools to monitor and review student reading achievement and adjust reading instruction. This collaborative approach to reading improvement provides an environment where teachers learn to integrate technology to improve student reading achievement with support from nationally recognized reading experts, reading teachers around the country and a district reading coach. Technology is integrated into reading instruction when electronically generated data is used to plot student progress, plan and execute instructional interventions, and report results. All stakeholders--students, teachers, parents, and community--are better served when technology tools are used to improve student reading skills.

Glenns Ferry Joint School District #192 - \$70,000

Improving Achievement with Technology

The purpose of this grant proposal is to increase student achievement through the use of technology-enriched teaching methods; increased access to a significantly wider range of teacher, student and parent resources; and the enhanced availability of technology for teaching and learning. We intend to accomplish this by increasing student access to a technology-rich learning environment through the installation of a district wide wireless network, purchasing of wireless laptops, providing the district with the PLATO Orion curriculum management system, and extensive training of district staff. This grant proposal will assist in meeting the goals in the Technology and Continuous Improvement Plans.

Hagerman School District # 233 - \$70,000

Hagerman Enhancement of Learning Project

The Hagerman Enhancement of Learning Project (HELP) is a collaborative effort between school and parents to address ***No Child Left Behind*** areas in *needs improvement* or *alert* status. HELP will provide enhanced technology systems, train parents in use of PLATO, and train teachers in Reading, Math, and lesson presentations. We will provide a portable wireless computer lab, whiteboard, and projector for use in parent and teacher training sessions and for classroom presentations. The portable lab will allow teachers to better implement the PLATO Learning Network. These activities and purchases address current technology and school improvement plans.

Jerome School District #261 - \$69,932.90

Growing Basic Skills Through Technology Grant

The Jerome School District's high poverty rate, 71% Free and Reduced lunches for 2005, and increasing English language learner population in K-3 (31% 2005) are reflected in 30% of kindergarten students scoring significantly below grade level on Fall IRI reading skills.. The *Waterford Early Reading Program* will provide kindergarten and at risk 1st- 3rd graders with a continued, expanded and adequate technology to learn basic skills. The three major goals of the grant focus are 1) raising student achievement, 2) implementing the *Waterford* software, and 3) teacher training. The requested funds of \$70,000 will compliment the district in-kind contribution that is in excess of \$75,000 (additional computers, labor and training).

Madison School District #321 - \$70,000

Modularity for Madison

Madison School District 321 has the technology to enhance teaching and learning. Teachers have access to software programs that will target needed intervention, enhance and enrich curriculum, and in general provide differentiated instruction.

So what is the problem?

The problem is this: There is no organized, consistent system in place to lead Madison educators down an accessible, user-friendly, achievable path of effective technology integration.

Therefore, taking a cue from the electronics industry, Madison School District will establish a Modularity system for classroom technology integration. The concept of Modularity is to provide a single framework for production of goods and services. All smaller components or "modules" of the Modularity system fit into the designed framework. Madison's Modularity system will consist of a set of "Design Rules" that will provide consistency and unity in the information, procedures, and protocol for Madison educators to implement technology in order to enhance teaching and learning.

Marsing School District #363 - \$69,960

Improving Student Achievement In Core Content

Our project aims to effectively integrate hardware (mobile lab, digital projectors, and a remote student response system), software, and high quality professional development in order to improve the level of student achievement in our core academic areas. We seek to provide more effective instruction through the use of these technologies. Our teachers will use digital projectors and the interactive capabilities of the mobile lab machines to help bridge the gap between the abstract and the concrete, allowing our students to reach advanced understandings in science and math. Our professional development will be very collaborative with much sharing between colleagues, both in person and online. The dynamic combination of hardware, software, and professional development should bring a positive change in the way daily instruction is done.

American Falls School District #381 - \$69,177

Maximizing Learning and Earning Potential Through Validity and Value

Educators are increasingly required to teach to a set of academic standards rather than a broad set of life skills. A still greater challenge is motivating students who have special needs, diverse linguistic, cultural, ethnic, and socio-economic backgrounds to want to succeed in the State Standard assessment when they can see no immediate return for their efforts. The challenge for teachers becomes the need to add value and validity to the standards and relate these standards to meaningful life skills. Adding academic validity, value, and a set of life skills to the educational standards is the foundation of this proposal.

Kellogg School District #391 - \$69,860

Technology Tools for Teaching (TTT)

In our multimedia, game filled world, a traditional teaching strategy of lecture, worksheet and quizzes is going to be less than effective. Ten years ago, when we first started using computers regularly in every classroom, most teachers saw the computers as an unknown or worse, an imposition. Today we know that they are a tool combined with presentation and gaming technology they can revolutionize the classroom. The combination of interactive projection and student response systems can enable a teacher to present information and almost instantaneously measure the impact of those instructions.